

End-point assessment plan for Probation Officer apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0648	6	Non- integrated degree apprenticeship

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Probation Officer apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Probation Officer apprentices, their employers and training providers.

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Probation Officer standard.

These are:

- Professional Qualification in Probation

For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period typically lasting 6 months, beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 2 distinct assessment methods.

The individual assessment methods will have the following grades:

Assessment Method 1 - Professional Discussion

- Fail
- Pass
- Distinction

Assessment Method 2 – Case Study and Presentation

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship grades of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 36 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End Point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 <p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • Professional Qualification in Probation (PQiP) <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • A portfolio of examples of real work
End Point Assessment (which would typically take 6 months)	<ul style="list-style-type: none"> • Assessment Method 1: Professional Discussion • Assessment Method 2: Case Study and Presentation

Length of end-point assessment period:

The EPA (including all assessment methods) will typically be completed within 6 months of the apprentice passing through the Gateway.

Order of assessment methods

The assessment methods can be taken in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Apprentices must complete the following approved qualifications as mandated in the standard:

- Professional Qualification in Probation (PQiP)

For the Professional Discussion, the apprentice will be required to submit:

A portfolio of examples of real work, typically consisting of 10-12 pieces of evidence which can include:-

- Individual pieces of evidence to demonstrate competence against one or more of the KSBs mapped to this assessment method. The collated evidence when combined should cover all KSBs mapped to this method.
- Evidence sources may include evidence of work undertaken which may be supported by: client feedback, witness testimonies, employer/trainer feedback, training records, appraisal records, training course completion. This list is not definitive, other evidence sources are permissible however reflective accounts and self-evaluations are not allowed.
- Employer must validate the portfolio and confirm to the EPAO that it is the apprentice's own work

The portfolio will be provided to the EPAO at Gateway in an electronic format. This should be at least 4 weeks prior to the Professional Discussion which it supports.

For the Case Study and Presentation there are no specific requirements

Assessment Methods

Assessment Method 1: Professional Discussion

Rationale

This assessment method has been selected to test a learner's knowledge and applied competency based on number of themes that are linked to the standard. The professional discussion itself will be aided by a portfolio of on the job practice. The aim of the professional discussion is to test this further against the expectations of the KSBs for the role of a qualified Probation Officer.

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence. The professional discussion is based on the portfolio of evidence that was submitted at gateway and will focus on those areas identified as being assessed by this method.

The professional discussion should take place in a quiet room, free from distractions. The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

Delivery

The independent assessor will conduct and assess the professional discussion. The professional discussion will be based on the portfolio that was submitted at the gateway.

The apprentice will be informed 4 weeks after gateway when the professional discussion will take place. The apprentice will need to make a copy of the portfolio in order to prepare for the professional discussion

The professional discussion will last for 90 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete it. Further time may be granted for apprentices with appropriate needs.

During the discussion, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. There will be a minimum of 10 questions that will focus on the areas identified as being assessed using this assessment method which must cover the KSBs mapped to this method.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. The independent assessor will make all the grading decisions.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The independent assessor can use a combination of set questions from the EPAO and their own questions, however the independent assessor must ensure that the apprentice is treated fairly and consistently with others, and that the objectives of this assessment are met. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The independent assessor can use a combination of set questions from the EPAO and their own questions, however the independent assessor must ensure that the apprentice is treated fairly and consistently with others, and that the objectives of this assessment are met. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

Assessment Method 2: Case Study and Presentation

Rationale

This assessment method has been selected to test an apprentice's knowledge and competence in their application of working with a service user. They will need to demonstrate their skills in a written format, a requirement of the role, and be able to articulate their case management skills in a succinct manner. An apprentice's knowledge of how to apply their practice and the policies, processes and procedures behind this are the most significant areas tested in this exercise. They will need to demonstrate their skills in communication and present a rationale on their decision making.

Case Study : Component 1

Overview

This assessment will take the form of a written case study which will be based on a case/service user that the apprentice has been working with at the point of Gateway. This must be appropriately structured to draw out the best of the apprentice's competence.

The case study must cover the knowledge, skills and behaviours as detailed in the standard that have been mapped to this assessment method. The EPAO will provide guidance and case study themes which will cover the mapped KSBs and the apprentice will select their best example of a case/service user to base their case study on.

Apprentices will need to have completed this assessment method before progressing to the Presentation component.

Delivery

The End Point Assessment Organisation will provide guidance and a bank of case study themes for the Apprentice to choose from at the Gateway which will cover the knowledge, skills and behaviours mapped to this method. The candidate will have 8 weeks following the Gateway to produce the written case study based on the chosen theme and submit it to the EPAO. The independent assessor will assess the content of the case study against the relevant grading descriptors. The employer will confirm the authenticity of the work submitted to the EPAO as being that of the apprentice.

The word count for the case study should not exceed 3250 words (+/- 10% tolerance). The case study should be prepared and submitted before moving onto the presentation.

The case study should include (as a minimum) an introduction, case progress, obstacles/challenges, details of any planned work and a summary. Apprentices should also include academic theory and policies, processes and practices that are relevant to the case. Apprentices do not need to follow a set structure for their submission.

Marking

The case study must be marked by independent assessor or occupationally competent markers employed by the EPAO following a marking guide produced by the EPAO.

Resource development

The bank of scenarios for the case study must be written by EPAOs and it is recommended that this be done in consultation with representative employers to gain the necessary occupational expertise in this sector. EPAOs should also maintain the security when consulting employers. EPAOs must develop a bank of themes to prevent predictability and review them regularly (and at least once a year) to ensure they are fit for purpose.

Presentation: Component 2

Overview

This assessment will take the form of a presentation of the aforementioned case study undertaken by the apprentice after the gateway and will focus on the KSBs mapped to this method.

The presentation and case study will be graded holistically as they are components of the same assessment method.

The presentation should take place in a quiet room, free from distractions. The presentation can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

Delivery

Following the submission of the written case study, the apprentice will have a further 10 days to prepare a presentation based on the written case study. This should be an overview of the written case study and appropriately cover the KSBs assigned to this method of assessment. This should be provided to the EPAO at this point.

The presentation and question and answer session should last for a maximum of 45 minutes. The presentation will typically last 20 minutes with questioning typically lasting 25 minutes. Learners will be provided with the opportunity to present their materials in a number of ways i.e. PowerPoint, Flipcharts, any other visual aids. Following the presentation, the assessor will undertake a question and answer session to further explore the presentation content and the required KSBs for this assessment method.

A minimum of 10 questions will be asked following the presentation. Questions can be taken from an EPAO question bank and/or generated by the assessor so they are tailored to the presentation content.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the presentation and questions and answer session. This can be done on a self-designed EPAO recording summary sheet. The independent assessor will make all grading decisions.

The independent assessor must:

- a. plan the assessment in consultation with the employer prior to it taking place;
- b. ensure that the location for the assessment is appropriate;
- c. ensure the presentation and discussion takes place in a room free from distractions with no other people present except those with prior approval from the EPAO or EQA provider;
- d. ensure any special needs of the apprentice are taken into consideration;
- e. ensure that the apprentice understands the assessment process, the possible outcomes and how it is graded;
- f. ensure that all resources required for the presentation are available
- g. ensure that the grading criteria and relevant documentation are to hand before commencing;
- h. capture an audio record of the presentation and discussion;
- i. document the outcomes using the EPAO's standard documentation;
- j. ensure the apprentice is not informed of the outcome of the assessment at this stage;
- k. confirm the specification has been fully covered and the rules have been followed;
- l. make the final decision about the outcome of the assessment and recommend the grade;
- m. send documentation to the EPAO within the agreed time.

Other relevant information

Independent assessors must be developed and trained by the EPAO in the assessment of presentations and reaching consistent judgement.

Grading

Assessment Method 1: Professional Discussion

KSBs	Pass	Distinction
K1 K2 K3 S1 S4	<p>Policies, Procedures and Processes</p> <p>Explains the structure of their organisation and it's current organisational aims.</p> <p>Identifies and describes relevant policies, processes and procedures applicable to their role.</p> <p>Identifies and describes relevant legislation applicable to their role and their work with service users who pose a high level of risk and re-offending</p> <p>Explains why records are maintained securely and in line with legislation, and the potential impact of not doing so.</p>	<p>Policies, Procedures and Processes</p> <p>Analyses the purpose of relevant legislation, policies, processes and procedures used, their intention and resulting effect of their implementation.</p> <p>Evaluates how legislation impacts on own practice and the wider Criminal Justice system and makes suggestions for improvements and change.</p>
K5 K6 S7 S9 S13 S14	<p>Service User Engagement</p> <p>Describes examples of working collaboratively with individuals with complex needs, (including recognition of mental health and personality disorders) through an appropriate balance of support and challenge to achieve compliance and change.</p> <p>Evaluates the impact of prison on individuals, the importance of planning and preparing individuals for release, resettlement and re-integration.</p> <p>Explains examples of liaising with service users and organisations to manage transition into the community.</p> <p>Explains how victim perspective and needs should be considered in their work to promote victim empathy and support organisational responsibility to support victims of crime.</p>	<p>Service User Engagement</p> <p>Explains the rationale for choosing particular intervention methods when working with individuals with complex needs.</p> <p>Evaluates their approach to developing victim empathy with service users and how they contribute to organisational responsibilities.</p>

<p>S15</p> <p>S19</p> <p>B1</p> <p>B3</p> <p>B7</p>	<p>Equality and Diversity</p> <p>Explains the principles of equality, diversity and inclusion in relation to own roles and responsibilities</p> <p>Explains examples of when they have considered the service user's individual and personal circumstances and have adapted their practice to respond to these.</p> <p>Describes the impact of their own views and behaviours and adapt their style and approach to support positive change.</p>	<p>Equality and Diversity</p> <p>Evaluates the benefits of promoting equality, diversity and inclusion and the impact this has on the service user and own role.</p> <p>Explains the impact of adapting their practice to meet service users needs within the changing nature of the sector.</p>
<p>K13</p> <p>K14</p> <p>K15</p> <p>K16</p> <p>S12</p> <p>S16</p> <p>S17</p> <p>S18</p>	<p>Continual professional development</p> <p>Explains the importance of taking ownership of their own learning and development to continually enhance the quality of their practice.</p> <p>Describe when they have supported others in developing their knowledge and skills in relation to probation practice.</p> <p>Articulates their contribution as a team player and how they have influenced others to achieve outcomes and support well-being.</p> <p>Describes key performances indicators and provide examples of when they have responded to feedback to ensure that quality is achieved consistently in their work.</p> <p>Describes when they have supported others to achieve individual and team outcomes.</p> <p>Gives examples of team leading and workload management to achieve key priorities and objectives.</p>	<p>Continual professional development</p> <p>Evaluates how they have recognised gaps in their own knowledge and have been proactive in securing the required learning and the impact this had.</p> <p>Explains how they keep up to date with the latest developments in practice, consider approaches to safeguarding their own practice and how they ensure that excellent quality is sustained.</p> <p>Evaluates the benefits of mentoring/coaching service users and colleagues on the organisation and how this can impact on their own personal development.</p>

	Discusses how coaching and mentoring skills are used to support work with service users and colleagues	
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Assessment Method 2: Case Study and Presentation

KSBs	Pass	Distinction
K4 K7 K8 K9 S1 S3 S5 S20	<p>Risk Assessment and Management</p> <p>Explains how to apply risk assessment, management approaches and associated tools to own roles and responsibilities.</p> <p>Articulates how they have considered principles of professional judgement, including conscious and unconscious bias and maintaining professional boundaries in order to support effective practice.</p> <p>Explains key concepts and theories that underpin their work and how they have integrated these into their practice.</p> <p>Describes how to utilise and evaluate the resources and opportunities available to enhance risk management plans whilst also considering the service users' motivation/circumstances.</p> <p>Provides examples of their approach to managing service user risk and their considerations to protecting victims, safeguarding others and promoting positive change.</p> <p>Explains how to gather and utilise relevant sources of information and/or interventions, to analyse, verify and share appropriately for developing robust assessment reports and rehabilitation.</p> <p>Explains the characteristics of domestic violence and sexual</p>	<p>Risk Assessment and Management</p> <p>Evaluates the approaches of risk assessment and management, drawing on the latest research and developments in practice</p> <p>Explains the process to take when presented with contradictory or limited information and evaluate the opportunities available to aid in their assessment and management of service users.</p> <p>Evaluates effective risk management techniques and how these have been applied in a complex case, referencing research and the impact of risk on the wider community.</p>

	offending and how these relate to offending behaviour and welfare.	
K10 K11 K12 S1 S11 B2 B4 B6	<p>Collaboration and Communication</p> <p>Explains how strategic partners, the local community and the range of services available support the management and rehabilitation of complex/high risk service users.</p> <p>Explains the limitations and resources available to support their case management in the public protection/safeguarding arena and describe how they mitigate against this.</p> <p>Provides examples of how support has been used to develop and maintain effective relationships. How they have communicated with other agencies taking into account legislative and procedural requirements in relation to data protection to achieve the best outcome for those identified as being at risk.</p> <p>Explains how partnerships are monitored and the actions taken to challenge organisations whilst remaining within professional boundaries.</p>	<p>Collaboration and Communication</p> <p>Evaluates the complexities and challenges of working in a multi-agency arena, in particular, the differing agendas and how they have used persuasion /negotiation to achieve outcomes.</p> <p>Provides examples of acting proactively or challenging others to secure effective partnerships or resources, and the impact this had on their role and organisation</p>
K7 S2 S6 S8 S10 S12 B5	<p>Service User Engagement</p> <p>Explains strength-based approaches to working collaboratively with Service Users to achieve compliance and positive change.</p> <p>Explains the principles of professional judgement and boundaries, and the importance on maintaining these.</p> <p>Describes the methods and theories used to support their work.</p>	<p>Service User Engagement</p> <p>Analyses how their approach supports the continued desistance and building of social capital for Service Users through an appropriate balance of using communication skills and providing support, feedback and challenge to achieve compliance and change and the impact this has on the wider community.</p>

	<p>Provides examples of how changes in behaviour have been achieved.</p> <p>Explains methods of interventions used when working with complex/high risk service users and justifies why these methods were selected.</p> <p>Evaluates different methods and interventions used to undertake referrals and deliver interventions which meet Sentence Plan objectives.</p>	
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

The Case Study/Presentation method carries more weighting and therefore the grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment Method 1 – Professional Discussion	Assessment Method 2 – Case Study and Presentation	Overall grading
Fail	Fail	Fail
Pass	Pass	Pass
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Distinction	Distinction
Distinction	Pass	Pass
Fail	Distinction	Fail
Distinction	Fail	Fail
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA • complete a portfolio • have successfully completed PQiP
Employer	<ul style="list-style-type: none"> • identify when the apprentice is ready to pass the gateway and undertake their EPA • notify the EPAO that the apprentice has passed the gateway • prepare the apprentice for EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • provide training and CPD to the independent assessors they employ to undertake the EPA • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process <p>ensure the availability of assessors</p>
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • support the apprentice during 'on-programme learning' to remain on track for timely gateway and achievement • complete regular progress reviews with the apprentice and employer

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| | <ul style="list-style-type: none"> • provide advice to the candidate on how best to collate and submit any evidence to the EPAO in readiness for EPA • play no part in the EPA itself |
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following areas:
 - Personal experience and knowledge of the Criminal Justice Sector and in particular the role of the Probation Officer within it, as a result of working and/or assessing in this environment.
 - Hold or be working towards a recognised Assessor qualification
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or experienced working in the occupation/sector at least the same level for the last 5 consecutive years.
- The assessor will have the following minimum skills, knowledge and occupational competence:
 - Have successfully completed the Professional Qualification in Probation (PQiP) or an equivalent qualification
 - Can evidence current continuous professional development in the Criminal Justice sector
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- Standardisation events for independent assessors should be held at least annually and more often if the need arises. Assessors are required to attend at least one standardisation event per year for this Standard.

Re-sits and retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

If the apprentice fails either component of method 2 they will be required to submit a new case study and presentation, and will be given a further 8 weeks in which to do so.

The apprentice will not be able to achieve a distinction grade following a re-sit or re-take, the grade will be capped at a pass.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Affordability

Affordability of the EPA will be ensured by using at least some of the following practice:

- using an employer's premises
- remote assessing of the professional discussion

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	Legislation relevant to all aspects of probation and rehabilitation including sentencing, dangerousness, risk assessment and management, human rights and equality and diversity.	Professional Discussion
K2	Organisational aims and structures and how they relate to the wider Criminal Justice System and the role of a Probation Officer.	Professional Discussion
K3	Key organisational policies and procedures, and how to embed these into practice.	Professional Discussion
K4	Different perspectives drawn from psychology, social theory, criminology, desistance research, behavioural sciences and their application.	Case Study and Presentation
K5	The reasoning behind and development of probation work with victims.	Professional Discussion
K6	The impact of prison upon the individual, prison and parole processes and stages of resettlement and re-integration into the community. Appreciation of the importance of planning and preparing the individual for release.	Professional Discussion
K7	The principles of professional judgement, including; defensible decision making, how to guard against own conscious or unconscious bias, how to maintain professional boundaries and how these principles support effective practice.	Case Study and Presentation
K8	The principles of effective risk assessment and management and how to apply these.	Case Study and Presentation
K9	Associated tools to create robust service user assessments and plans.	Case Study and Presentation
K10	The importance of effective communication and the need to gather and share information ensuring accurate and appropriate recording throughout all aspects of work.	Case Study and Presentation
K11	Multi-Agency Public Protection Arrangements and the role of strategic partnerships and how this supports the management and rehabilitation of complex/high risk casework.	Case Study and Presentation
K12	The nature of the local community and resources available there, as well as the range of services available to assist with practical and social issues and/or to provide opportunities to build positive social capital and pro-social activities.	Case Study and Presentation

K13	Performance measures and quality assurance processes and how to implement into practice.	Professional Discussion
K14	The importance of maintaining own learning and development and sharing your knowledge and experience with others.	Professional Discussion
K15	The role of coaching and mentoring to support your work with service users and colleagues	Professional Discussion
K16	Principles of effective team work to achieve outcomes, build and sustain effective working relationships with internal and external stakeholders.	Professional Discussion
Skills		
S1	Integrate academic knowledge and understanding into work in multi-agency settings such as MAPPA and safeguarding groups. Demonstrate knowledge of the legal framework and relevant policies and guidelines for work with individuals posing high risk of harm and/or re-offending.	Professional Discussion Case Study and Presentation
S2	Demonstrate good communication skills in complex situations and contexts by applying them in a way which promotes desistance, rehabilitation and resettlement in one to one and group settings.	Case Study and Presentation
S3	Gather, valid, authentic, reliable, current and sufficient information. Recognise discrepancies in information and provide a balanced assessment of risk, needs and responsivity. Produce robust, well written reports, for a range of audiences using professional judgement and defensible decisions.	Case Study and Presentation
S4	Maintain records securely in line with data protection and security of information and use information to support delivery of services.	Professional Discussion
S5	Make effective use of assessment tools to inform decision making.	Case Study and Presentation
S6	Apply strength-based approaches and make professional judgements on developing service user engagement, including the likelihood of causing harm or re-offending. identify interventions to develop sentence plan and achieve positive change	Case Study and Presentation
S7	The impact of prison upon the individual, prison and parole processes and stages of resettlement and re-integration into the community. Appreciation of the importance of planning and preparing the individual for release.	Professional Discussion
S8	Work in a pro-social and collaborative way with Service Users and others to achieve compliance, sentence plans objectives and positive outcomes.	Case Study and Presentation
S9	Recognise and respond to behaviour which may indicate a mental health/personality disorder issue and potential risk to self, staff and others.	Professional discussion

S10	Evaluate and appraise different methods and interventions. Undertake comprehensive referrals and deliver appropriate interventions to meet Sentence Plan objectives and robustly oversee progress.	Case Study and Presentation
S11	Work with other agencies like the police, social services and youth offending teams, to develop and maintain effective inter-agency relationships, channels of communication, boundaries of confidentiality and information sharing agreements to protect and safeguard those identified as being at risk.	Case Study and Presentation
S12	Affirm and feedback positive changes in attitudes and behaviour to service users.	Professional Discussion Case Study and Presentation
S13	Analyse the needs of victims and the responsibilities of the service to meet them	Professional Discussion
S14	Effectively liaise with the service user/prisons/Through the Gate providers to manage transitions into the community. (Through the Gate is provided by a range of organisations who are based in the prison and work specially with services users to ensure that their basic needs are met on release this might include accommodation, medical and Job Centre appointments)	Professional Discussion
S15	Apply principles of promoting equality, diversity and inclusion in communication with others.	Professional Discussion
S16	Lead team work within own and other agencies to achieve key priorities and objectives. Effectively manage workload with high volumes of complex cases.	Professional Discussion
S17	Maintain own continuous professional development, revise practice based on feedback received.	Professional Discussion
S18	Develop colleagues in their understanding and development in relation to probation practice.	Professional Discussion
S19	Identify and manage the ambiguity and diversity of the Service User population and be adaptable to the changing nature of the sector.	Professional Discussion
S20	Apply understanding of domestic violence and sexual offending and characteristics of those convicted of such offences including awareness of trigger factors, risk indicators and criminogenic factors and how they relate to offending behaviour and wellbeing	Case Study and Presentation
Behaviours		
B1	Work to the highest professional and quality standards, act with personal integrity upholding moral and ethical codes.	Professional Discussion

B2	Be open, approachable, authentic and able to build rapport and trust with all either inside or outside of the organisation.	Case Study and Presentation
B3	Be adaptable to the diversity of Service Users, the changing nature of the sector and the external environment.	Professional Discussion
B4	Seeks to engage and proactively look for opportunities to work in partnership with internal and external stakeholders.	Case Study and Presentation
B5	Model pro-social behaviour and encourage service users and others to do the same.	Case Study and Presentation
B6	Lead a culture of openness, challenging others when required, whilst maintaining appropriate professional boundaries.	Case Study and Presentation
B7	Demonstrate values of equality, diversity and inclusion and express these in all aspects of practice and interaction with others	Professional Discussion